

Auden Place Community Nursery

1 Auden Place, Manley Street, LONDON, NW1 8LT

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| Inspection date | 11/09/2014 |
| Previous inspection date | 13/03/2014 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 4 |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- The staff have a good knowledge of how to teach children of all ages a broad range of skills, in order to promote their development in line with expectations.
- Children have access to a good balance of adult-led and child-initiated activities. They show high levels of independence in making choices in their play.
- Effective systems are used to monitor children's development, support the next steps in their learning and ensure they make good progress.
- Management has a positive outlook to improving outcomes for children. It keeps parents well informed through various methods on a regular basis.
- Children thrive and are happy in the care of the professional, caring and friendly staff, with whom they have strong relationships.

It is not yet outstanding because

- Staff do not fully extend children's physical development as there is a lack of equipment for them to steer, balance on and pedal.
- Planning for some adult-led, focused activities does not always ensure that all resources are in place to allow activities to flow, and that all children who would like to be part of the activity are enabled to do so.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spent time talking to children and staff.
- The inspector spoke to a number of parents, including some who are committee members.
- The inspector observed activities indoors and outdoors.
- The inspector and manager carried out a joint observation of an adult-led group activity.
- The inspector looked at documentation required to support children's welfare and learning.

Inspector

Shaheen Belai

Full report

Information about the setting

Auden Place Nursery registered in 1995. The nursery is a voluntary sector provision, overseen by a committee of parent directors. It operates from six rooms in a four-storey building that has been adapted for use as a nursery. The nursery has access to two outdoor play areas. It is situated in a residential area of Primrose Hill, within the Borough of Camden. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register. There are currently 69 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. It supports children with special educational needs and/or disabilities. There are 23 members of staff; of these, 19 hold appropriate early years qualifications. In addition, one member of staff holds Early Years Professional Status, and four staff are working towards gaining appropriate early years qualifications. The setting also employs eight qualified bank staff, to ensure there is consistent cover for staff absences.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the range of wheeled resources for large physical play for all ages, to include opportunities for children to steer, balance and pedal

- review the organisation of some adult-led activities, to ensure resources are within reach and to enable all children who are interested in participating to do so.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's progress is monitored from the very beginning, when they start at the setting. This is because the staff work closely with parents to gain relevant information to initiate planning to promote learning. Staff in each room work closely as a team to plan a broad range of activities that reflects children's individual development. This ensures the children engage in different experiences in all areas of learning. Children make good progress because staff assess their learning periodically; for example they complete the required progress check for two-year-old children, and then review their progress with parents on an ongoing basis. The engagement of parents supports continuity of care and learning for children. This allows parents to support their child's development at home and inform staff of children's home experiences and new interests. This shared approach helps to ensure that children are making good progress.

Children also make good progress in their development as staff teach a good range of skills through the variety of activities they provide throughout the day. The children participate in a broad range of outdoor learning experiences, such as Forest School activities and visits to the zoo on a frequent basis. The key person system is used effectively to promote children's individual progress and to provide one-to-one support for those with special needs and/or a disability. Both management and the staff team demonstrate a thorough knowledge of the Statutory Framework for the Early Years Foundation Stage. Staff work effectively with other professionals to support children with identified needs and to ensure individual developmental plans are followed.

All children benefit from effectively organised indoor play areas, which support all areas of learning. The organisation of low storage and use of clear labelling encourage children to select resources for themselves. A good range of children's work and photographs is displayed, providing children with a strong sense of belonging and achievement. Children show high levels of independence, encouraged by staff. For example, children learn to serve themselves at mealtimes or locate their coats to go outdoors. Focused activities support individual needs and enable children to prepare for school. For example, children develop good early writing skills, as they use name cards and are able to recognise letters and their sounds. However, there are times when staff do not prepare in advance to have all resources for some focused activities within reach. This means that children are left unoccupied. In addition, children who want to participate in these activities are sometimes excluded because staff have not planned to accommodate any changes to the planned activity. Circle times are very well organised to support children to engage with adults in small groups, thereby ensuring they benefit fully from these activities.

Messy and creative play is enjoyed by all ages. Young infants gather to explore corn flour mixture or bubbles being blown by staff. Older children enjoy the educational activities on offer on the interactive computer table. Babies show a great interest in exploring the interactive resources. For example, they enjoy pressing buttons to operate toys to make light and sounds appear. Children are very happy to be outdoors for long periods throughout the day. Young infants also express their need to go out as they see staff dressing their friends in their coats in preparation to go outside. The children enjoy exploring a wide range of outdoor play materials and activities. However, they have more limited access to equipment that offers them opportunities to steer equipment around obstacles, pedal and balance. Children enjoy the good range of books on offer, as they gather to look at books independently or with staff throughout the day. Staff use basic signing with all ages to support communication for all abilities.

Children also have professionals from the community visit throughout the week, to extend their learning. For example, older children have football coaching to support them to develop better coordination. Younger infants benefit from musical sessions.

The contribution of the early years provision to the well-being of children

Each child has their own key person, who is clearly known to parents. This is promoted from the onset, through the home visit carried out prior to a child commencing at the

setting. The staff team in each room works very well together to share information about children's individual needs, for example in relation to health, individual care and dietary needs. The caring approach of the staff and high levels of supervision ensure children feel safe and loved. Infants reach out to staff for cuddles and older children are confident to seek the assistance of staff in their play. Small group activities enable close relationships to be further promoted, as children share experiences with the staff about their home life or how they are feeling emotionally. Good transition arrangements between rooms within the setting help children to be supported to make the move. The key person carefully plans individual children's move from one room to another. This enables the move to be gradual and supports children to develop a new bond with a new key worker. The move to school is also planned very well, to ensure children are well prepared for this new stage in their life. For example, they visit the school before they start and staff maintain a positive dialogue to discuss the changes that will occur. Therefore, children leaving the setting are prepared to make the move both emotionally and educationally.

Children's behaviour is very good. Staff talk to the children about sharing, turn taking, helping their friends and being kind. They use effective strategies with children who may present unacceptable behaviour, supporting them through reminders and re-direction to develop an understanding of the implications of their actions. The high ratios and good staff deployment throughout the indoor and outdoor areas ensure children are supervised and supported to spend their time in purposeful play. Staff use positive praise and recognition for children's achievements and behaviour. This contributes to children's positive self-esteem.

Children's health is promoted effectively as they develop an understanding of personal hygiene through routines and explanations from staff. Children are helpful to their friends, helping them to put on their coats when going outside to play. Young infants rest according to their own needs, and older children also have a sleep or a quiet time to reflect their own individual needs. Children learn to be safe as they receive good reminders from staff who point out the dangers to them. In addition, they are familiar about how to act in an emergency as they participate in regular evacuation drills at different times of the day.

Children benefit from a nutritionally balanced diet throughout the day. The menu is varied and reflects a range of individual diets that the children have, due to health and cultural or religious reasons. Older children are familiar with their own dietary needs and share their knowledge with staff, for example when participating in a cooking activity. There is lots of discussion and exchange of information amongst the children and staff at mealtimes. Older children discuss the food they are eating, what they enjoy and what they have at home. Good eating habits are promoted as staff eat with the children, which enables them to set a good example and promote good manners at the table. Staff feed babies according to their own routines. Young babies are cradled and held warmly as they are bottle fed. Older infants sit around the table as a group for meal times, which helps staff to create a sense of belonging and provide support for children to develop skills in feeding themselves.

The effectiveness of the leadership and management of the early years provision

The management team is aware of its responsibilities in meeting safeguarding and welfare requirements. It is aware of the need to notify Ofsted of relevant incidents, and to act as required to safeguard the children in its care. Management and staff attend periodic training in safeguarding and also review the setting's policies and procedures as part of team meetings, to ensure all staff are fully aware of their responsibilities. All staff undergo suitability checks prior to working within the setting. Staff files include proof of their qualifications and training courses attended. There are designated staff who have the responsibility for specific roles, for example health and safety and child protection. This means they can act on any changes and monitor the implementation of specific policies and procedures. In addition, the staff have undergone additional thorough training in risk assessments since the last inspection. This has enhanced children's safety and ensured staff minimise any potential risks to children. Daily and periodic risk assessments are in use to help staff identify risks and take action accordingly. The setting has ensured that all staff are trained in first aid, to contribute to children's well-being. Staff ensure medication is only administered with full written consent provided by the parents.

All children's records are in place; this includes children's required details and attendance records. A full range of policies and procedures is available to parents and reviewed periodically; this includes the complaints procedure. Inclusion is promoted well, as management and staff have a positive attitude to equality. There are clear plans to effectively support children with special educational needs and/or disabilities. This involves liaising with other professionals and working in response to action plans created to support children's learning and welfare. Staff are able to identify concerns, refer concerns to appropriate agencies and work in partnership with other professionals.

Staff are aware of the value of working in partnership with parents and do this well. They provide a broad range of information via the internet, informative notice boards, emails, the daily diary sheets, daily verbal communication and parental representation on the committee. At the inspection, parents highly praised their children's progress at the setting, the staff engagement, the positive rapport with management, the range of information exchanged, opportunities for parental involvement and how well the setting settles children.

There is a good capacity for continuous improvement. Management fully supports the staff's professional development through training, both with the support of the local authority and from within the organisation. Staff receive regular supervision, have weekly room meetings and attend regular staff meetings. Management observes staff practice to monitor performance and the implementation of the educational programmes. The setting receives input from the local authority, both for teaching and for ensuring children's welfare needs are being met. Since the last inspection, the local authority has worked with the setting to ensure that all the actions from the previous inspection have been met. With the support of the local authority and committee, outcomes for children have been improved significantly. For example, children's safety is highly promoted

throughout the daily routine and risk assessments; documentation relating to staff suitability is easily accessible for inspection, and group times with children are better organised. Self-evaluation has been reviewed as a whole staff team exercise, to include the children's views as well as the engagement of the committee. Self-evaluation is seen as an ongoing exercise with targets set, reviewed and acted on in the best interests of the users. These measures demonstrate the management's commitment to ensure continuous improvement is maintained.

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|----------------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

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|------------------------------------|-------------------------------|
| Unique reference number | 100615 |
| Local authority | Camden |
| Inspection number | 973085 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 4 |
| Total number of places | 50 |
| Number of children on roll | 69 |
| Name of provider | Auden Place Community Nursery |
| Date of previous inspection | 13/03/2014 |
| Telephone number | 020 7586 0098 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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